

# EDU213 Teaching English: Curriculum and Pedagogy

**School:** School of Education and Tertiary Access

2024 Semester 2

UniSC Sunshine Coast  
UniSC Moreton Bay  
UniSC Fraser Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

In this course you develop foundational knowledge and understanding of the developmental nature of English learning for early childhood and primary students. You will investigate and come to understand the Australian Curriculum: English and associated terminology. You will use this knowledge to select appropriate literary texts, and teaching and assessment strategies that respond to learning English at different ages and stages. You will also specifically learn how to teach English at text, word and sentence level according to national and state curriculum frameworks.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings, and required texts.	2hrs	Week 1	9 times
<b>Tutorial/Workshop 1</b> – Tutorials are face-to-face and materials and activities can be accessed through Canvas.	2hrs	Week 1	10 times
<b>ONLINE</b>			
<b>Learning materials</b> – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings, and required texts.	2hrs	Week 1	9 times
<b>Tutorial/Workshop 1</b> – Tutorials are online via Zoom and materials and activities can be accessed through Canvas.	2hrs	Week 1	10 times

### 1.3. Course Topics

- Australian Curriculum: English and associated terminology
- Early Years Learning Framework
- Queensland Kindergarten Learning Guidelines
- Literary Texts
- Aboriginal and Torres Strait Islander Perspectives
- Language Acquisition Theories
- Lesson Planning

### 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Demonstrate foundational knowledge of Australian Curriculum; English, and or the Early Years Learning Framework and the Queensland Kindergarten Guidelines.	Knowledgeable	2.1, 2.4, 2.5
2 Communicate in written and oral form to an informed academic audience in different modes	Knowledgeable	3.5, 7
3 Design literacy plans including sequences and rotations, with informal formative assessment and feedback	Creative and critical thinker Empowered	2.3, 3, 3.1, 3.2
4 Interpret and analyse Australian Curriculum   English, Early Years Learning Framework, Queensland Kindergarten Learning Guideline	Knowledgeable Empowered	2.3, 2.4
5 Select and justify the use of language features found in children's literature across a range of genres.	Knowledgeable Engaged	1.5, 2.1, 2.2
6 Employ a range of appropriate teaching strategies to further English literacy development.	Knowledgeable	1.4, 1.5, 1.6, 2.1, 2.5, 3.3

\* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	

CODE	COMPETENCY
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6	Strategies to support full participation of students with disability: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
7	PROFESSIONAL ENGAGEMENT: Engage professionally with colleagues, parents/carers and the community

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Enrolled in Program ED010, ED011, ED102, ED303, ED304, ED306

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

EDU113

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

During weeks 1 & 2 students' personal language skills will be assessed and feedback will be provided by tutors.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	25%	1500 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	40%	2000 word equivalent	Week 7	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	35%	1800 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Children's Literature Resource

<b>GOAL:</b>	The goal of this task is to apply knowledge of the Australian Curriculum in the learning area of English, the EYLF and the QKLG to produce a resource of appropriate literary texts for learning and teaching English.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	<p>You will be provided with a template on CANVAS to use for this task. You will need to refer to the Australian Curriculum: English and/or, the Early Years Learning Framework and the Queensland Kindergarten Guidelines, and other relevant documents.</p> <p>Select a range of four (4) literary texts which are appropriate for use in: the early years, lower primary, middle primary, upper primary.</p> <p>Three texts must be representative of three genres listed in the Australian Curriculum: English (imaginative, persuasive, informative) and one of the texts must be an Aboriginal and Torres Strait Islander story.</p> <p>Match each text to the Literature Strand in a nominated year level in the Australian Curriculum: English.</p> <p>Partner this information with two links to the Language Strand in the same year level for each text; and justify how your text selection can contribute to children's developing knowledge of language features which are outlined in the Language Strand of the curriculum. You need to refer to language theory here.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Knowledge of the Australian Curriculum: English <span style="float: right;">1 4</span>
	2	Appropriate text selection for the nominated year levels and demonstrates an understanding of Aboriginal and Torres Strait Islander stories and meanings <span style="float: right;">1 5</span>
	3	Alignment between chosen texts and appropriate language features in the Australian Curriculum at a particular year level <span style="float: right;">1 4</span>
	4	Proficient English writing skills and accurate use of language conventions at text, word, and letter level. <span style="float: right;">2</span>

### All - Assessment Task 2: Teaching Strategies Presentation

<b>GOAL:</b>	The goal of this task is to demonstrate knowledge and application of English teaching strategies appropriate to the chosen year levels.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	<p>You will return to the literary texts you chose for Task 1. From the four texts, select two (2). Identify two (2) language features (in each text) that you could focus on when using the text. Next, articulate two (2) teaching strategies you could use to teach each chosen language feature in each text, ie. a total of four (4) strategies.</p> <p>In a Powerpoint presentation, you will embed an audio in which you introduce the two texts and discuss how you can achieve specific curriculum learning outcomes by using features of the text and the application of English teaching strategies.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Knowledge of specific language features of the chosen English texts <span style="float: right;">1 5</span>
	2	Articulation of teaching strategies to achieve language learning outcomes identified in a selected year level in the Australian Curriculum: English <span style="float: right;">1 6</span>
	3	ICT presentation skills which include audience engagement, demonstration of use, and explanations are used; and <span style="float: right;">2</span>
	4	Oral and written communication - technical accuracy at text, word, and letter level <span style="float: right;">2</span>

### All - Assessment Task 3: Lesson Plan

<b>GOAL:</b>	The goal of this task is to develop a Lesson Plan.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	<p>This task requires you to showcase 'how' you plan to teach reading and writing by attending to particular language features which are outlined in ACARA: English. You will return to the text selection you made in Task 1. Choose a text to be the focus of planned Shared, and Guided Reading and Writing sessions in a Literacy Block. The Guided Reading and Writing sessions are for 20 minutes each and form part of the Lesson Plan.</p> <p>The Lesson Plan format is provided on CANVAS. The format includes: One Lesson Plan that demonstrates specifically how to develop particular learning goals which are associated with language features identified in one year level in the Australian Curriculum: English and the corresponding features that appear in your text. Provide specific detail of how to teach Guided Reading and Writing using aspects of your chosen text. Identify teaching strategies and possible modifications including use of ICT to teach language features in reading and writing to a range of learners. Provide evidence of informal assessment of learning, and offer a rationale (200 words) for the development of the Lesson Plan to explain how the lesson achieves the language learning outcomes identified in ACARA: English.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Application of knowledge of the Australian Curriculum: English and discipline content in lesson planning <span style="float: right;">1</span>
	2	Development and organisation of lesson goals, learning activities and formative assessment strategies to teach language features, a chosen text, and the timing of Guided Reading and Writing sessions <span style="float: right;">3 5 6</span>
	3	Rationale for the lesson plan including the selection of teaching strategies in the Guided Reading and Writing sessions <span style="float: right;">3 6</span>
	4	Academic English writing skills are evident at text, word, and letter level <span style="float: right;">2</span>

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Tompkins, Smith, Campbell, Green	2019	Literacy for the 21st Century	3	Pearson
Recommended	Clay, Marie	2005	An Observation Survey	2	Heinemann

### 8.2. Specific requirements

A range of literary texts to use for lesson preparation  
Lap top

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

#### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

#### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

#### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

#### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

#### 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

#### 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

#### 10.10. General Enquiries

##### **In person:**

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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